

Transformational leadership, organizational innovation and teachers' performance: Inputs to performance innovation framework in Chinese universities

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Abstract

This study examines the relationship between transformational leadership, organizational innovation, and teachers' performance in Chinese universities. The study uses a sample from 10 universities in China. The results of the study show that transformational leadership has a positive and significant effect on organizational innovation, which in turn has a positive and significant effect on teachers' performance. The study also finds that the relationship between transformational leadership and teachers' performance is mediated by organizational innovation. The findings of this study have implications for the development of a performance innovation framework in Chinese universities. The framework should focus on promoting transformational leadership, which can lead to organizational innovation and improved teachers' performance. The framework should also include measures to support organizational innovation, such as providing resources and training for teachers.

Keywords: leadership, organizational innovation, academic performance, teacher performance, education management

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1. Introduction

With the development requirements of China's higher education, Chinese colleges and universities must carry out organizational innovation to maintain competitive advantages and sustainable development. The innovation and reform of colleges and universities can better respond to the needs of the environment and the market, and easily improve the performance of teachers, thus enhancing the sustainable competitive advantage of the organization. Facing the demand of organizational innovation in Chinese universities, it is urgent to conduct theoretical and practical research on organizational innovation in colleges and universities. In China, university leaders must have courage and innovative ideas, encourage teachers to continue to innovate in teaching, scientific research, and other aspects, improve work performance, and ultimately contribute to the training of young people in the new era.

Transformational leadership in universities has five elements: moral integrity, care and encouragement, vision and encouragement, leadership charm, unity, and cooperation (Hu Qing, Sun Hongwei.,2013). At the organizational level, Drucker first proposed the concept of innovation. He believed that innovation is the ability of an organization to create new wealth by giving resources, and innovation can be acquired through learning. Organizational innovation can be broken down into management innovation, where management innovation refers to changes in organizational management processes and organizational structures, technological innovation refers to the use of new tools, systems, or technologies.

Research at home and abroad shows that transformational leadership has a significant positive impact on organizational performance. From the organizational level, through studying the effectiveness of transformational leadership, it is found that there is a significant positive correlation between transformational leadership and job performance. In colleges and universities, transformational leadership has a significant positive correlation with teachers' personal satisfaction, organizational commitment, and work performance (Xu Changjiang et al., 2014). The characteristics of transformational leadership, such as vision inspiration, intellectual stimulation, personalized care, etc., can promote the communication and learning process within the organization, thus making the organization more innovative. Transformational leadership is an important factor in promoting organizational innovation. The empirical results show that there is a significant positive correlation between the two.

Transformational leadership can facilitate organizational learning activities and create an organizational environment that encourages and supports innovation. Organizational innovation in colleges and universities can be divided into two dimensions, namely product innovation and process innovation. Empirical evidence shows that transformational leadership has a significant positive impact on both product innovation and process innovation. Taking 69 universities in China as the research objects, the empirical study shows that organizational innovation has a significant positive correlation with both teaching and research performance of Chinese universities.

From the perspective of management, this paper compiled a questionnaire, combined with relevant data at home and abroad, took transformational leadership as a variable, and explored the mechanism of transformational leadership style in organizational innovation in colleges and universities through empirical research. This not only continues and inherits the basic theory of transformational leadership, but also expands the application of transformational leadership mechanism theory in a wider range of fields. Taking Chinese college teachers as the object of empirical research, this paper first summarizes the concepts and theories related to transformational leadership, organizational innovation and college teachers' innovation performance, then tests

the significant relationship between transformational leadership, organizational innovation and teacher performance through descriptive statistical analysis, and finally formulates plans and suggestions for improving college innovation and teacher performance in China. This empirical study is an attempt in the field of organizational innovation in Chinese universities.

At home and abroad, more mature theories and viewpoints on performance research have been formed, and certain research results have been achieved, and scholars have made great contributions to performance research. However, there are few research results that take non-profit organizations, especially university organizations, as research objects. In the existing research results, there is a lack of empirical research on the relationship between organizational innovation and university teachers' job performance. Moreover, there are few research results on the relationship between transformational leadership and organizational innovation in colleges and universities, and between transformational leadership and teacher performance. As a Chinese university teacher, I believe that in-depth research on the relationship between transformational leadership, organizational innovation and university teachers' work performance will become a research direction and development trend of management theory.

Objectives of the Study - This study aims to determine the impact of transformational leadership on organizational innovation and performance of higher education teachers in China. More specifically to described the transformational leadership in universities in China in terms of intellectual stimulation, idealized influence and individualized care; determined the impact of transformational leadership to organizational innovation in view of innovation of education and learning, resources and services; assessed the performance of teachers in term of teaching, research and community service; tested the significant relationship of transformational leadership to organizational innovation and teachers' performance; propose a framework to have innovative performance among teachers in Chinese Universities.

2. Methods

Research Design - Descriptive research methods are adopted in this study to determine the impact of transformational leadership on organizational innovation and performance of higher education teachers in China. Data obtained from special investigations are used to analyze the research results fully and accurately.

Participants of the Study - The respondents were administrators, teachers and other employees of universities in China. The respondents were selected based on a random sample of 10 private universities in five Chinese provinces (Anhui, Shandong, Guangdong, Hubei and Jiangsu), each with a random sample of 70 administrators, faculty and other staff.

Data Gathering Instrument - The study used a modified survey instrument to collect the information needed to meet the objectives of the study. The first section generated a profile of the respondents based on their age, gender, number of years at the university and level of education. The second part is aimed at transformative leadership. The measurement of transformational leadership mainly refers to the transformational leadership scale developed by Li Chaoping and Time Survey, which involves three dimensions of Intellectual stimulation, vision incentive and personalized care, with a total of 15 measurement indicators. The content of the questionnaire shows that the main person in charge has a strong sense of innovation in work, loves work, and always maintains a high degree of work enthusiasm; Usually very concerned about teachers' work and life and personal development; can let the staff understand the school philosophy and development goals. As the explanatory variable of this study, transformational leadership mainly investigates the influence of the leadership style of the main person in charge of universities on organizational innovation and organizational performance.

The third part is the organizational innovation questionnaire. The measurement of organizational innovation mainly refers to the research of Wang Yanfei and Zhu Yu, Zheng Jianjun, Jin Shenghua and Ma Guoyi, including four dimensions of service innovation, resource innovation, education, and teaching innovation, with a total of 15 measurement indicators. The content reflects that the administrative planning of colleges and universities is

forward-looking and can be considered and adapted to the needs of future development. Colleges and universities can consider the diverse needs of teachers and students, planning conducive to teaching space; Colleges and universities are good at developing and applying alumni and various social resources; Colleges and universities can improve the effectiveness of learning and innovation activities through the construction of teaching and research teams.

The fourth part is the work performance questionnaire. Work performance was measured by the performance scale compiled by Scotter and Motowidlo. After modification, three dimensions were retained, including teaching and research performance, social services and employee satisfaction, with a total of 15 measurement indicators. The content shows that the key work of colleges and universities can obtain funding guarantee every year. The degree of teaching standardization is higher in similar universities. Respondents were asked to judge the degree of conformity between each measurement item and the actual situation of the organization. "1" means "strongly disagree", "2" means "disagree", "3" means "agree", and "4" means "strongly agree". The modified questionnaire was verified by experts and tested for reliability. The reliability and validity analysis results of the questionnaire are shown in Table 1.

Table 1

Reliability Test Report of a Pre-Test of the Questionnaire

Indicators	Cronbach Alpha	Remarks
Intellectual Stimulation	0.884	Good
Idealized Influence	0.895	Good
Individualized Care	0.795	Acceptable
Transformative Leadership	0.951	Excellent
Innovation of education and training	0.789	Acceptable
Innovation on resources	0.839	Good
Innovation on services	0.708	Acceptable
Organizational Innovation	0.922	Excellent
Teacher Job Performance	0.807	Good
Research Performance	0.806	Good
Community Service Performance	0.819	Good
Teacher Job Performance	0.934	Excellent

Data Gathering Procedure - First, according to the research purpose and questions, the preliminary questionnaire design scheme was developed. Then, through literature analysis and the integration of expert opinions, the structure and language expression of the questionnaire were improved under the guidance of the tutor. Eight experts were invited to predict the questionnaire, and their feedback was collected to further improve the questionnaire design. After the questionnaire modification, a small-scale prediction was made to evaluate the reliability of the questionnaire. After prediction, we verified the reliability of each variable and found that Cronbach's α and CR values were both greater than 0.78, indicating that the scale had good reliability. After questionnaire modification and optimization is completed, the final questionnaire is determined. In order to ensure that it is consistent with the research purpose and question, and has good reliability and validity, a letter of intent is prepared to clarify the research purpose, confidentiality measures and data use methods, and to solicit the consent of the respondents to participate in the survey. Finally, select the appropriate questionnaire delivery platform, or send the pre-survey curly hair to the target respondents by other means, so that they can easily fill out the questionnaire.

Ethical Considerations - This research is based on ethics. Researchers should disclose research processes and findings. If the questionnaire is standardized, permission should be obtained from the respondents and the research topics and objectives verified. The researchers obtained permission from the management of the institution being studied. Researchers should assure respondents that the data provided will be kept confidential and used only for the purposes of this study. When designing the questionnaire, it may not contain the respondent's name, but a number may be assigned to check for missing data or incorrect entries.

Data Analysis - This study uses a series of statistical tools to analyze, encode and interpret the data to

achieve the research objectives. First, descriptive statistical analysis is carried out, including frequency distribution and weighted average, and relevant variables are summarized to understand their distribution law and overall trend. Secondly, analysis of variance is used to test the significance of differences between sample means, so as to evaluate variable changes under different conditions. SPSS statistical software is used throughout the data processing and analysis stage to ensure the accuracy and reliability of the survey results. This study uses a series of statistical tools to analyze, encode and interpret the data to achieve the research objectives.

3. Results and Discussion

Transformational leaders point out goals and directions to employees, understand the business philosophy of the company, and gradually improve and enhance the attitude and thinking of employees in the process of work, so that employees are full of hope and motivation for life and the future. Transformational leadership points out work goals for employees, makes them realize the importance of work and their intrinsic value, points out the future development direction for employees, stimulates the higher-level needs of employees through the encouragement and influence of leaders, and enables employees to achieve self-monitoring, self-realization and self-control. Employees will be more motivated to work, no longer care about their own interests, willing to work for the goals of the organization. (Li Xiangyu et al., 2015). Through the appeal of organizational consciousness, transformational leaders build a collective sense of identity among employees within the organization, enable employees to establish values conducive to the organization, clearly understand organizational goals, put organizational goals above personal goals, and constantly learn new knowledge and try new methods to achieve organizational goals.

Table 2

Summary Table on Transformational Leadership

Indicators	Composite	VI	Rank
Intellectual Stimulation	2.77	Agree	1
Idealized Influence	2.73	Agree	2
Individualized Care	2.72	Agree	3
Grand Composite Mean	2.74	Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 2 shows a summary assessment of transformational leadership. The comprehensive average value is 2.74, which indicates that there is a strong consistency among all indicators. The project evaluation, intellectual stimulation ranked first among them, the weighted average score of 2.77. Intellectual stimulation is one of the typical characteristics of transformational leaders. Transformational leaders encourage employees to have doubts about things, to have "sudden ideas", to be non-conformist, to solve problems in novel ways, and to give employees the right to fail, so that employees can continue to innovate boldly. Transformational leaders connect with employees or subordinates face-to-face, trying to understand and consider their needs, skills, and desires. (Liu Fang & Wang Huan., 2023) found that transformational leadership creates a safe working environment for employees through intellectual stimulation, stimulates employees to face existing conditions again, redefines problems, proposes new ways to solve problems, and promotes employees' innovative behaviors. Transformational leadership enables employees to give full play to their independent thinking ability through intellectual stimulation (Zhao D F.,2022), provides experience and skill guidance, and enables employees to have the courage and ability to challenge themselves and conventions, with the purpose of making employees believe that they are capable of accomplishing organizational goals. Leaders recognize subordinates, provide useful advice, provide learning opportunities, and try to help them realize and evolve internal strength (Zhao D F.,2022). The intellectual stimulation of transformational leadership, which creates a good learning environment for employees, encourages employees to enrich themselves and freely exert their personal views, will stimulate employees to think deeply about their current work and use innovative ideas or methods to complete their work.

This was followed by vision motivation, with a weighted average score of 2.73. Vision motivation enables employees to recognize their mission by providing them with a clear vision and direction. The leader's vision

motivation is particularly important in the organizational innovation of colleges and universities. It can point out the innovation path for employees and plan the administrative work in advance, administrative measures are integrated, innovation and change, and the pursuit of the best efficiency. (Chen Chen et al., 2015) In the study of organizational leaders, it is found that successful leaders are able to create an atmosphere of trust in the organization, build consensus and describe a beautiful vision through communication, and realize self-development. (Qiu Yiwei, Maesbin., 2013). With the comprehensive and high-quality development of China's higher education, the competition for talents in colleges and universities has become increasingly fierce. Only in this way can teachers improve their awareness of the organization's input and make extra efforts to create value for colleges and universities. Establish good leadership and staff relationships to work together to achieve the organization's goals.

At the bottom of the list is personalized care, with a weighted average score of 2.72. Individualized care should support the individual development of subordinates. (Wang Xueli et al. 2013), enable employees to boldly try new methods and implement new programs at work, reduce the fear of failure, and improve the motivation of employees to innovate. Transformational leaders will give great care to employees both in work and life, so that employees will not only have no difficulties in work but also have no worries in life, and employees will devote more time and energy to work (Zhao D F.,2022), so that they can give full play to their potential and intelligence. If employees want to gain leadership recognition and career development at work, they need to improve organizational performance through innovative ideas or programs, and employees can enhance their skills, gain experience and constantly acquire new abilities in work practice (He J.,2022).

In short, transformational leadership will give employees sufficient freedom and space for trial and error and obtain sufficient resources and psychological support in the innovation process, so that employees can give full play to their innovation potential in work, reach or exceed organizational goals, and achieve personal growth. Secondly, transformational leadership let employees eliminate the fear of innovation failure, have the courage to play their imagination and vitality in work, and promote their innovative behavior. Finally, transformational leadership has a strong charisma, taking the lead in organizational work, actively cooperating, and communicating with members of the organization, convincing people by virtue, allowing employees to take it as an example, putting organizational goals above personal goals, improving organizational cohesion, and motivating employees to constantly innovate.

Table 3

Summary Table on Organizational Innovation

Indicators	Composite Mean	VI	Rank
Innovation of Education and Teaching	2.64	Agree	3
Innovation on Resources	2.79	Agree	1
Innovation on Services	2.74	Agree	2
Grand Composite Mean	2.72	Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 3 shows a summary evaluation of organizational innovation. The comprehensive average value is 2.72, indicating that there is a strong consistency among all indicators. Each project evaluation, resource innovation ranks the first of them, the weighted average score of 2.79. (Hou Haoxiang.,2018) pointed out that the so-called resource innovation ability of colleges and universities refers to the effective use and optimal allocation of tangible resources including manpower, equipment, financial resources and intangible resources such as innovation culture and team management system, and the continuous innovation of technology and knowledge to produce high-level results. A comprehensive ability formed in the field of teaching and research. (Yang Jie & Song Chuan.,2018) mentioned in organizational innovation in colleges and universities and deepening the reform of college system management that the main categories of organizational innovation in colleges and universities are the establishment and management operation mechanism of internal organizations in colleges and universities, such as teacher management, resource renewal, open education, flexible management, organizational innovation in teaching and research, management science, etc. Some researchers have proposed

that the concept of organizational innovation in colleges and universities should be defined from the management practice that colleges and universities adapt to social talent training in reform and innovation.

Organizational innovation in colleges and universities mainly includes the following aspects: organizational structure innovation, academic research innovation, resource innovation, talent training mode innovation, management system innovation, etc. The innovation of teaching resources such as education management platform and modern information technology requires operators or managers to have strong information application skills. Colleges and universities should strengthen training to enhance the resource technology application ability of relevant personnel and help them master the skills of information construction of education management resources. In the process of innovative application of teaching resources, university administrators should increase the supply of resources, capital investment and manpower allocation, so as to provide reliable guarantee for resource construction. Colleges and universities should also pay attention to evaluation and feedback, formulate a scientific evaluation system, and evaluate the effect of resource construction in a timely manner, so as to find and solve problems in a timely manner. Under the influence of innovative ideas, resources should be used to innovate and change the management model, management system and management method of education and teaching.

In second place is service innovation, with a weighted average score of 2.74. The concept of service innovation is developed in Schumbitt's innovation theory. Using two criteria of Schumbitt's judgment of innovation: innovation is a new idea and a new method applied to practice; Innovation can provide benefits to its implementers. A "four-dimensional model" of service innovation concretely divides the concept of service innovation into four dimensions, which is the depth and refinement of the content of service innovation. The proposal of this model provides great support for the research and practice of enterprise service innovation.

Organizational innovation in colleges and universities needs to pay attention to the key links in the innovation system, such as communication and learning, and whether these links are smooth or not will have an important impact on the innovation effect and quality. From the perspective of service object of university service innovation, teachers and students should be the object of university service, and universities should provide high-quality services for teachers and students. High quality education service is to provide suitable education and work plan for different service objects, so that they can really learn knowledge, cultivate ability and enhance the enthusiasm of learning. The construction of teachers' team is the basic guarantee of education plan implementation. By enhancing the sense of service, the teaching service university gives technical support and encouragement to the new teaching plan designed by teachers, the organizational plan of the new teaching plan and the new education plan. Improve the management and evaluation mechanism of colleges and universities, protect the interests of teachers, improve the enthusiasm and initiative of the staff of management departments and front-line teachers in colleges and universities, give full play to the sense of responsibility and mission of teachers, and take the system, material teaching resources and high-quality teachers as the main body to guarantee the teaching quality (JiShunHong.,2018).

Teaching and research innovation ranked lowest, with a weighted average score of 2.72. In teaching and research innovation in higher education, only by adhering to the people-oriented, following the objective law, vigorously advocating the combination of teaching and research and practice, stimulating the interest and ability of college students in scientific and technological innovation, and consciously forming the spirit of team cooperation can it play an important role for innovative talents (Zhang Xuhong, Chang Hong.,2015). We should change the bias of theory indoctrination in university education, adjust the proportion of theory teaching and practice teaching, appropriately reduce the time of theory courses, increase the time of practice teaching, and strengthen the management of practice teaching on the premise of insisting on a thick foundation and a wide range of majors.

The innovation ability of college students can be enhanced by improving the practice content of teaching and research. Practical teaching adopts flexible and diversified methods to set up reasonable precursor courses,

which may include scientific research and development, extracurricular scientific research activities, product innovation, experimental teaching, course design, graduation design understanding and employment practice, etc. The core of the practice is to cultivate students' creative thinking concepts and comprehensive practical ability, which is the cornerstone of students' employment and future development. It is also the bridge link to leave the campus and successfully enter the society and become the guarantee of high-quality technical personnel. It is also necessary to optimize the evaluation mechanism of innovation education to reflect the spirit of cultivating innovative talents (Qin Xiaofang, 2017).

It is necessary to pay attention to the evaluation of students' innovative quality education, the forms of examination should be diversified, the evaluation system should reflect fairness and openness and be closer to actual needs, guide students to independently complete the study of interdisciplinary professional knowledge, improve the basic ability and comprehensive quality of professional knowledge, and attach importance to students' overall grasp of the knowledge system. At the same time, the flexibility, openness and diversity of multidisciplinary knowledge are utilized to implement a variety of performance evaluation methods, including teacher evaluation, research practice group evaluation and student self-evaluation, so as to comprehensively optimize the evaluation and assessment of students' innovative performance. (Yan Liang & Zhang Zhihe.,2017) Creating a good innovation atmosphere and innovation mechanism is an influential factor for the innovation ability of teaching and research in colleges and universities. Therefore, establishing a positive and diversified innovation atmosphere and innovation mechanism is an effective way to improve the innovation ability of teaching and research teams.

Table 4

Summary Table on Performance of Teachers

Key Result Areas	Composite Mean	VI	Rank
Teaching	2.74	Agree	2
Research	2.82	Agree	1
Community Service	2.70	Agree	3
Grand Composite Mean	2.75	Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 4 shows a summary assessment on performance of teachers. The evaluation of all projects is consistent, and the scientific research performance ranks first, with a weighted average score of 2.82. The essence of innovation-driven is talent-driven. As the birthplace of training high-level talents, colleges and universities are also important territories for the dissemination and innovation of knowledge. The construction of an innovation-oriented country requires colleges and universities to transport high-level talents, provide basic knowledge reserves and realize the transformation of high-level scientific and technological achievements. With the continuous investment of national scientific research resources and the emphasis of universities on scientific research, universities have become the backbone of national scientific and technological innovation. (Xiao Yijie.,2019) evaluated the scientific research performance of colleges and universities as follows:

To improve the competitiveness of scientific research, it is an effective management method and activity to analyze the comprehensive performance of scientific research activities in colleges and universities and optimize the allocation of scientific research resources in colleges and universities. (Xiao Jing, Qiao Zhen & Ran Wenjie.,2018) believes that research performance evaluation refers to the comprehensive evaluation of research input and output results of research organizations or individuals in a certain period of time by using certain research methods. Colleges and universities should firmly establish the concept that human resources are the first resource, do a good job in top-level design, strengthen the construction of scientific research personnel, and build a high-level college and university teaching staff with sufficient quantity, excellent quality, reasonable structure, professional combination and distinctive characteristics (Meng Weiqing.,2016).

In second place was teaching performance, with a weighted average score of 2.74. The teaching performance of college teachers refers to the contents of teaching attitude, teaching performance, teaching effect

and students' value-added degree of college teachers in the teaching process that are recognized after the evaluation of college management (Xu Shihong & Hu Zhongjun.,2016). The teaching performance of university teachers is affected by their own ability, university incentive policy and working environment. First of all, the level of human capital stock of college teachers will directly affect their teaching performance, and the level of human capital stock is closely related to the teacher's personal endowment, subjective effort level and education level. Secondly, the teaching incentive policy of colleges and universities is also an important factor affecting the teaching performance of college teachers, which determines the degree to which the teaching enthusiasm of college teachers can be exerted. Finally, what affects the teaching performance of teachers in colleges and universities is the working environment, which can be divided into cultural environment, that is, the leading values of teaching, the harmonious degree of interpersonal relations such as colleagues and leaders, and the hardware environment of colleges and universities. Education quality directly decided to the talent quality, and the founder of the education quality, teachers' teaching performance is directly related to the development of students. An ideal teaching performance evaluation system can well measure the significance of teachers' "teaching" to students' "learning" (Liu Ling. ,2016).

Social services ranked lowest, with a weighted average score of 2.70. College teachers give full play to their potential advantages, serve the society directly or indirectly, and play a driving role in social economy and cultural life. College teachers step into the foreground from behind the scenes, directly face the main battlefield of social economy, take the initiative to participate in various social activities, and assume the direct responsibility of building society. The universities must carry out teaching, research and social service simultaneously. Universities are an important link in the close connection with the whole society, and providing a platform for the public to learn skills and improve cognition is an indispensable function. As far as the work practice of university teachers is concerned, their social service ability is mostly related to their own teaching and scientific research, and excellent teachers can transfer knowledge to social service work practice, so the quality of teachers is the key to their high level of social service.

To carry out social services, college teachers make full use of their own strengths and advantages and university hardware and software conditions, determine service methods, highlight service priorities, and improve service quality, such as using law, accounting, budget, and other knowledge to provide consulting services for government departments and the public, and use skills and technologies in various aspects to carry out training and assistance. The role positioning of university teachers is adjusted with the development of social situation and the change of national policies, especially according to the progress of science and technology and the gradual deepening of education reform, and constantly provide better services to the society and research results that are more in line with the requirements of The Times. College teachers should give full play to their advantages in knowledge, technology, and information, and rely on their regional advantages, popularity advantages and emotional advantages formed in teaching practice for a long time to serve the progress of local politics, economy, culture and education, making it their own conscious behavior to carry out social service (Zuo Jing., 2015).

To carry out social service is conducive to fully display the self-image of local colleges and universities, further expand the connotation of development, and effectively improve the level of education and teaching. The improvement of college teachers' social service ability marks the synchronous improvement of their social practice ability, and at the same time is conducive to improving the quality of education and teaching in colleges and universities. It plays a due role in promoting economic development and social civilization and progress. College and university teachers should take the initiative to leave school with a strong sense of mission and responsibility, integrate into society, absorb nutrition, and make contributions. Realize their own value.

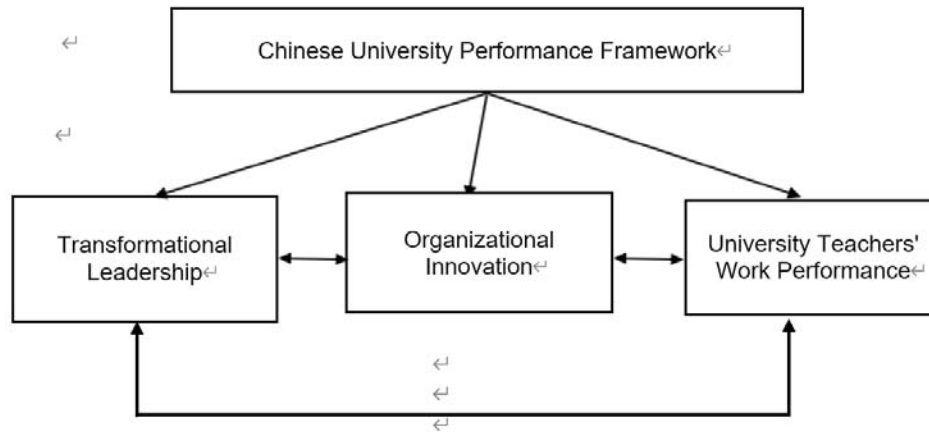


Figure 1. Proposed Performance Innovation Framework for Teachers in Universities in China

College teachers have the comprehensive advantages of being producers and disseminators of knowledge. In serving the society, they can not only have a deeper understanding of the new situation and problems faced by economic and social development, but also accumulate the ability and experience to solve various problems, so as to reserve knowledge and experience for enriching classroom teaching content and training application-oriented talents, but also promote the in-depth cooperation between colleges and governments. Improve the social reputation and social status of colleges and universities, so that schools can win social respect and support. Therefore, serving the society and leading the local economic and social development is not only the responsibility and obligation of college teachers, but also the need for the further development of society, schools, teachers and students. It is found that there is a significant positive relationship between organizational innovation and organizational performance. In the process of transformational leadership affecting organizational performance, organizational innovation plays an important role, and its mediating effect value reaches 72.5% (Wu Zejun., 2015). In the context of university organization, transformational leadership style must go through an intermediate process of improving organizational innovation ability if it wants to transform into ideal performance results. The main purpose of organizational innovation in colleges and universities is to improve the teaching level, scientific and technological innovation ability, and enhance the contribution rate of colleges and universities to national education development and social progress. However, only through internal and external integration, promoting the transformation, transfer and sharing of organizational knowledge in colleges and universities, and on the basis of complementary advantages of resources and capabilities, can the innovative behavior of colleges and universities be formed.

4. Conclusions and Recommendations

Respondents observed that there is highly effective practice of transformational leadership particularly intellectual stimulation, vision stimulation, and individualized care which more likely to achieve positive outcomes. Respondents strongly agreed that teaching and learning innovation, resource innovation, and service innovation are all important components of organizational innovation which is very important in today's rapidly changing and competitive environment. Respondents strongly agree with the performance evaluation of university teachers in teaching, scientific research and social services which is a valuable tool that can be used to improve the quality of services in universities. Research shows that there is a highly positive relationship between transformational leadership and organizational innovation and there is also a highly significant relationship between organizational innovation and innovation performance which may imply that transformational leadership can lead to organizational innovation, which can lead to improved innovation performance. The framework for university performance innovation in China has been developed.

College administrators may use transformational leadership to improve teachers' identification, commitment,

satisfaction, and innovation capability of teachers in universities in China. Universities shall ensure that they provide teachers with sufficient innovation resources, including tangible and intangible resources, such as sufficient learning and training opportunities, advanced research and development equipment and sufficient innovation funds, to provide sufficient conditions for teachers' innovation activities. Universities can establish sound innovation guarantee system to reduce trial and error costs for failed innovation activities and provide appropriate rewards for successful innovation activities, which can not only solve teachers' worries, but also encourage teachers to actively innovate, promote their innovative behavior and improve organizational performance. The framework developed in this paper can be used as a practice to improve the work performance of Chinese university teachers. Future research may make further investigation on this study using structural modeling to develop concrete brand that can be adopted by the universities.

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